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ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the Bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. This first package, "The Recognition of Readiness," is in three parts. The first part contains an outline of the skills necessary in the developmental process of learning to read. Part 2 is the accompanying teacher's workbook, with suggested tasks which may be used to detect strengths and weaknesses as well as to teach or to reinforce the readiness skills. And the last part furnishes samples of inventories, matching the outline of skills, which are useful to classroom teachers in their compilation of data for class records. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Inservice Reading Resource Kit

and

Project Reading ALERT*

Package 1--The Recognition of Readiness: Some Landmarks for Teachers (Beginning Reading Level)

Bureau of Reading Education
New York State Education Department
Washington Avenue
Albany, New York 12224

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* Project Alert was organized, supervised and evaluated by members of the Reading Bureau, under the direction of Mrs. Jane Algozzine, Chief of the Bureau.

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Overview of Project Alert

Thomas Fitzgerald

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Project Reading Alert is a statewide inservice program with the objective of instituting or improving the diagnostic-prescriptive approach to reading instruction. In an effort to increase the impact of inservice programs, this project has been developed and coordinated by the Bureau of Reading Education of the New York State Education Department. Many previous inservice programs utilized outside speakers for short-term lecture courses which had little emphasis on demonstrations of classroom techniques. Project Alert is structured to overcome the widespread negative response of teachers to traditional inservice arrangements. For this reason the project has several unique features:

1. Classroom teachers are used to facilitate and guide inservice programs.
2. The emphasis is placed on the self-direction of teachers in determining content of the inservice program.
3. The emphasis is placed on classroom demonstrations of new techniques.
4. Finally, 50 school districts are cooperating and sharing inservice

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materials and objectives.

Project Alert has been structured in three phases, each training a group of teachers who, in turn, have initiated an inservice program for other teachers. Through this "ripple" effect, it is expected that approximately 5,000 teachers will be exposed to the reading inservice program. The first phase of Project Alert, funded through ESEA, Title I funds, brought together the 50 directors of the summer programs for a 2-week workshop in March 1972. The participants focused on three main activities:

1. Exploring, critiquing, and utilizing the "Reading Resource Kit",
2. Refining inservice models for each of the 50 projects, and
3. Investigating additional diagnostic-prescriptive techniques by reviewing new commercial material and visiting school programs.

The 50 reading specialists returned to their communities to direct the second phase of the project, a summer instructional program for children in Title I, ESEA programs and inservice training for 670 Title I ESEA teachers in the summer program. This second phase was also funded through Title I, ESEA. As the director facilitated, guided, and evaluated, the teachers designed their inservice program to meet their own needs in the classroom: diagnosis, prescription, evaluation, and management. The spirit of experimentation was encouraged through classroom demonstrations, shared instructional responsibilities, and self-evaluation. The Reading Resource

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Kit and commercial material provided the focal point for teachers' discussions and team projects. An important objective of the summer phase was to prepare the teachers to organize and facilitate inservice programs this past academic year (1972-73) in their individual schools. The teachers trained during the summer returned to their buildings as teachers-leaders with the responsibility of organizing an inservice program for their fellow teachers.

Throughout this program, commercial and locally developed materials were used to assist teachers. The Bureau of Reading Education prepared a Reading Resource Kit to give added structure and direction for the 50 projects. This multimedia kit presently has six packages which permits the teacher to select areas of interest and needs, and to work through the readings, tasks, and evaluations. This may be done independently or in a group, depending on the desired organization of inservice in that building.

The Reading Resource Kit provided structural guidelines for developing a reading program based on individual needs of students as advocated by the Regents position paper on reading. Inservice leaders used the kit as a springboard for evaluating and improving the skills and techniques of the teachers. Other inservice materials will be used to expand the program as the needs of the teachers indicate. The kit is not designed as a complete teaching resource nor as a complete reading program for a school system.

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The kit's central focus is the development of a diagnostic-prescriptive approach to classroom reading instruction. Each of the packages in the kit analyzes one skills topic in reading. The following is an outline of the contents of the packages:

I. The Recognition of Readiness

II. The Informal Reading Inventory

1. How to Construct
2. How to Administer with a Demonstration of Procedures
3. Recording Scores

III. Diagnosis of Word Recognition Ability

1. Techniques for Testing
2. Interpretation of Tests
3. Available Materials

IV. Assessment of Listening Skills

V. Classroom Management

1. Data Collection: Organization and Use
2. Facilities
3. Instruction

VI. Fry Readability Index

VII. Improving Comprehension Through Questioning Techniques (available 1974)

VIII. Reading in the Content Areas (available 1974)

IX. Prescription in Word Recognition Skills (available 1974)

With this brief overview of the components and activities of Project ALERT, one of the six available packages is presented following the Administrator's Handbook which describes the intended uses of the packages.

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Administrator's Handbook

for

Inservice Reading Resource Kit

Gratitude is expressed to those writers who helped prepare individual packages and provided inspiration and creativity as they wrote the narratives, planned the sequences, and arranged the tasks for the Inservice Reading Resource Kit. Appreciation goes to:

PHOEBE LAZARUS -Supervisor of Special Education, BOCES -Nassau County, for the Readign Readiness Package

DOROTHY OHNMACHT -Assistant Professor of Education at Russell Sage College, for the Informal Reading Inventory

JANE COLLIS -Former Director of Reading in Holland Patent Schools, for Diagnosis of Word Recognition Ability

FRANCIS HODGE -Assistant Director, Two-Year College Student Development Center, for Assessment of Listening Comprehension

BERYL STEADMAN -District Supervisor of Reading, District #3 Huntington, Long Island, and THOMAS FITZGERALD, Associate in Reading Education, for Classroom Management

EDWARD FRY -Director of Reading Center, Rutgers University, for Readability Index

The narratives for the cassettes were read by:

SARA PITT -Reading Specialist, former teacher at Albany High School

PHILIP MORRISON -Associate in Educational Communications

The writing-editing staff consisted of Sara Pitt, Agnes Holleran, former English Department Chairman at Cohoes High School, and Ellen Murphy, English teacher. They contributed to the clarity, conciseness, and accuracy of narratives, tapes, and workbooks.

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Appreciation also is due to the staffs in the State Education Department units: Mass Communication, Audio Visual Center, and Publications for exceeding their roles in producing materials. Special mention is given to Helen Marion and Jean Spawn of the Guilderland Central School District and to William Metzger of Shaker High School, Latham, for their kind cooperation in making the production possible.

This resource kit was prepared under the direction of ALBERTA C. PATCH, Associate, Bureau of Reading Education.

Other members of the State Education Department who gave generously of their time in a consultant capacity are:

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PAULA ROLLINS, Associate, Bureau of Reading Education.

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FOREWORD

The idea for the Inservice Reading Resource Kit for classroom teachers was first conceived in the Bureau of Reading Education in 1970. At that time the need to reach far more teachers than is presently possible through inservice local workshops or through the limited number of collegiate programs available to a district became evident. This led to a decision to develop a series of learning packages, for use by individual teachers or by small groups of teachers. While they are designed to be self-directed and self-paced, it is hoped that they will be used whenever possible under the direction of a competent reading consultant or director of curriculum. The first six packages completed in the series deal primarily with diagnostic techniques useful in the classroom, the evaluation of the approximate difficulty of materials and the organization of a classroom to provide individualized instruction and thus fill the identified needs of the learner.

These packages are intended to serve as tools and to expand the capacity of the State Education Department to reach all teachers in New York State concerned with providing the highest quality of instruction. It is our hope that these materials, used in proper perspective and supplemented by other means for improving the teacher's effectiveness in the classroom reading program, will enable the school districts to implement the program proposed in the Regent's Position Paper No. 12, Reading, published in July, 1971.

Jane Algozzine

Jane Algozzine, Chief
Bureau of Reading Education

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INTRODUCTION

Does your teaching staff need help in:

---constructing and administering diagnostic reading tests
---individualizing reading instruction
---determining the readability level of materials
---determining reading readiness of individual students
---testing word recognition ability
---developing communication skills related to reading---such as those found in listening
---designing programs for students based on their abilities and needs

Do you find it difficult, if not prohibitive, to get the time, facilities, and resources needed to provide such help?

The Inservice Reading Resource Kit provides low-cost, on-the-job training to assist classroom teachers in individualizing reading programs. Flexibility is an important feature of the multi-media approach. Since the program is self-administering and self-instructional, the teacher can schedule his own learning time and place, can adjust the materials and the pace to fit his own needs, using as many or as few of the components as he chooses. The only facilities needed for the program are a cassette playback recorder, a pencil, working space, and either a 16mm film projector or a one inch video tape-projector, preferably one which includes a monitor.

Few bibliographical references are included in the kit since they tend to become out dated rather rapidly and lists may be interpreted as restrictive. Administrators are urged to keep information about up-to-data professional resource materials readily available. The school Reading Coordinator can suggest specific materials on request.

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Self-Instructional Inservice Reading Kit: A Resource for Developing Diagnostic-Prescriptive Techniques in Classroom Teaching of Reading'

Objectives for Use

...Administrators and reading supervisors will be able to offer a resource packet to classroom teachers to assist them in individualizing their reading programs.

...Administrators and reading supervisors will be able to plan a self-instructional in-service reading course for classroom teachers.

...Classroom teachers will be able to use these multi-media packages independently to develop expertise in individualizing reading instruction.

...The classroom teacher will be able to use the packages in this resource kit to instruct herself in:

...assessing student readiness for learning to read

...constructing appropriate diagnostic reading instruments

...determining suitable reading materials for students

...prescribing appropriate reading tasks and programs for students

...recording reading progress and maintaining records for students

...selecting classroom management procedures appropriate to specific needs

The Inservice Reading Resource Kit is intended to serve as a spring board, helping the classroom teacher to diagnose students' reading proficiency and to prescribe appropriate programs for every child in a range of from-below-to-above-average achievement. It is not meant to be a clinical instrument. Intentionally, it oversimplifies techniques for diagnosis, holding to the thesis that as a teacher gains expertise, he will become aware of questions which are raised by specialists in the field, and will pursue sophisticated procedures at greater depth than is undertaken in this foundation study.

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OVERVIEW OF CONTENTS

Package I — The Recognition of Reading (Beginning Reading Level)

This package deals with means of determining a child's development in mastery of the skills essential to learning to read. It provides a set of axioms or generalizations about the process of reading which should help the teacher to identify the child's point of readiness. Suggestions are given for certain tasks which will aid the teacher in prescribing appropriate instruction to meet those needs.

Package II — The Informal Reading Inventory

This package explains how to construct and how to administer the informal reading inventory which is a most useful instrument in providing appropriate placement for students in materials and in the reading skills sequence. It helps diagnose strengths and weaknesses giving the teacher insight into the individual's learning needs. A video tape or 30 mm film demonstrating procedures accompanies the package.

Package III — Diagnosis of Word Recognition

This package goes into detail in the techniques of testing word recognition. Materials are suggested. Interpretations of results are provided as guidelines for teachers. Actual test situations have been recorded on cassette tapes.

Package IV — Assessment of Listening Skills

This package presents materials for assessing the child's listening comprehension level. Sample exercises, scoring devices, and samples of question techniques are included. This is the first of several packages dealing with communication skills which are related to the reading process. (The other packages are to be developed at a later time).

Package V — Classroom Management

This package deals with three major concerns in classroom management. Section I focuses on data collection. The teacher learns how to organize and use information about students' reading skills. Section II deals with classroom facilities and staffing. Section III is directed toward instructional procedures.

Package VI — The Fry Readability Index

This package is a working tape and study book to teach the Fry Readability Index, which is one of many methods used to determine a textbook's level of reading difficulty.

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Suggestions for Use of Resource Kit

Situation I

A beginning elementary classroom teacher has had little or no background in the teaching of reading. She asks for help in organizing her classroom. The principal of her school calls the Inservice Reading Resource Kit to her attention, and he helps her arrange a schedule for using it after school in the library of the school on two days each week. He asks her to keep a log which will show any value this resource may have in improving her own effectiveness in the classroom and asks her reading teacher to assist her in her use of this kit.

Situation II

A team of social studies teachers in a middle school is concerned with the suitability of textbooks for the students. The department chairman schedules meetings for them to use the resource kit and learn how to determine the readability difficulty of the texts. They learn from the resource kit how to do informal testing to find the students' reading instructional level. Their findings will be reported to the school principal and to the guidance office to be shared with teachers in other content areas. Recommendations as to the appropriateness of materials will be included in the report and adjustments will be made in selections of texts and in grouping procedures to provide suitable instruction for the students.

Situation III

The curriculum committee of a school district has reported that there has been no recent inservice course in reading for its classroom teachers. A survey of need and a priority list is made. Teachers in greatest need of this service are scheduled through the entire resource kit by the reading supervisor. A salary increment is allowed for inservice credit, according to district policy, when a teacher gives evidence of satisfactorily completing the course.

Situation IV

A langauge-arts social studies team of teachers on a secondary level questions the suitability of the curriculum for the low, average, and above average students in the school. The reading coordinator suggests they use a readability index on texts and supplementary materials. This leads to further study of the Inservice Reading Resource Kit. Among other discoveries, the team determines, after profiling available student test scores, that the above average segment of population is capable of stretched performance. A survey of available resources in school and community is recommended. The team constructs a curriculum of greater range and depth for these students, utilizing suggestions from the packages of the kit in determining needs and prescribing extended opportunities for independent study and individualization.

THE INSERVICE READING RESOURCE KIT

PACKAGE I

THE RECOGNITION OF READINESS: SOME LANDMARKS FOR TEACHERS

(BEGINNING READING LEVEL)

PACKAGE I

The Recognition of Readiness: Some Landmarks for Teachers

(Beginning Reading Level)

Package 1 is in three parts. Part One contains an outline of the skills necessary in the developmental process of learning to read. Part Two is the accompanying teacher's workbook with suggested tasks which may be used to detect strengths and weaknesses as well as to teach or reinforce the readiness skills. Part Three furnishes samples of inventories, matching the outline of skills, which are useful to the classroom teacher in her compilation of data for class records.

Until the time that the development of a readiness package for later elementary and secondary teachers can be prepared, teachers of other than early primary grades will find it helpful to borrow and adapt ideas from these materials.

OUTLINE OF CONTENTS

		Skill Outline	Workbook
Axiom I	A CHILD MUST POSSESS CERTAIN MASTERY SKILLS IN ORDER TO ENJOY LEARNING TO READ. HE IS HIMSELF THE MAJOR INSTRUMENT FOR LEARNING.		
	A. Self-control skills - "mastery of self"	___	___
	B. Physical skills - "mastery of the body"	___	___
	C. Auditory processing skills - "listening skills"	___	___
	D. Visual processing skills - "observer skills"	___	___
	E. Language skills - "telling skills"	___	___
Axiom II	THE CHILD NEEDS CERTAIN MAJOR INSIGHTS (RULES OF GENERALIZATIONS) BASIC TO THE PROCESS OF READING.		
	A. Insights relating to words	___	___
	B. Insights relating to letters	___	___
Axiom III	THE CHILD NEEDS SOME VERY BASIC LANGUAGE AND MECHANICAL SKILLS RELATED TO THE ANATOMY OF BOOKS AND OTHER READING MATERIALS.		
	A. Concepts related to material anatomy	___	___
	B. Content of books	___	___
Axiom IV	THE CHILD NEEDS TO CARE ABOUT READING.		
	A. Participation behaviors	___	___
	B. Self-directive behaviors	___	___

PART ONE

SKILLS OUTLINE

Axiom I A CHILD MUST POSSESS CERTAIN MASTERY SKILLS IN ORDER TO ENJOY LEARNING TO READ. HE IS HIMSELF THE MAJOR INSTRUMENT FOR LEARNING.

A. Some of these skills are self-control skills. We shall call them "mastery of the self."

A. 1. Awareness of teacher-initiated input

a. Auditory awareness
b. Visual awareness
c. Tactile awareness
d. Muscle awareness

A. 2. Ability to sustain attention

(i.e. The child voluntarily maintains awareness, giving attention to teacher or event for a limited number of seconds or a logically prescribed module of time.)

a. Auditory attention span
b. Visual attention span
c. Tactile attention span
d. Attention to muscular movement

A. 3. Ability to recall short-term input

(i.e., three to seven seconds)

a. Unisensory recall
b. Bisensory recall

A. 4. Ability to recall long-term input

(i.e. Verbally or non-verbally, a child is able to indicate his recollection of past experiences.)

A. 5. Ability to shift from one activity to another

(i.e. A child is able to respond to change without becoming upset or resistant.)

A. 6. Ability to screen out what is extraneous to the situation set up by the teacher to gain and maintain attention

A. 7. Ability to attend when faced with increasing competition for teacher direction

(e.g., one-to-one, one-to-five, one-to-twenty-five)

Signs of distractibility under competition are:

1. general restlessness and fidgeting
2. turning around in seat or getting up and moving away
3. talking out inappropriately or answering impulsively for any other child
4. whispering, giggling, attempting to distract, touch another child

A. 8. Ability to share materials

(i.e. The child is able to self-direct and delay gratification in case of shortages or deliberately scheduled use of materials.)

Signs of problems in this area are:

1. shoving, pushing, fighting
2. tattling
3. destruction of material or product of peer and peers or throwing down own materials
4. temper tantrum

B. Some of these skills are physical skills. We shall call them "mastery of the body." These skills involve:

B. 1. Consistency in use of preferred hand

B. 2. Manual dexerity sufficient for effective handling of pre-primers, readiness workbooks, etc.

(i.e. The child is able to coordinate two hands in order to accomplish a simple task.)

B. 3. Control of eye movement

(i.e., ocular-motor efficiency)

B. 4. Localization in spatial field

(i.e., spatial constancy)

B. 5. Ability to use tactile-kinesthetic

Linkages as a base for building strong imagery for form and shape

(i.e. The child has movement-associated language concepts - top, bottom, middle, over, under, between, next, etc.)

C. Some of these skills are auditory processing skills. We shall call them "listening skills." (A listening skills package is also included in this resource kit.)

C. 1. The ability to identify, localize, discriminate, and recall non-linguistic environmental sounds

C. 2. The ability to extend mastery of attention skills to auditory scanning

(e.g. The child can listen for a certain sound or word or direction to match to the memory of that certain sound.)

C. 3. The ability to "decode" or interpret recorded verbal input and demonstrate recognition and understanding

C. 4. The ability to screen out competing sounds

(e.g. The child can listen to a tape with several simultaneous sounds.)

C. 5. The ability to "encode" or to make the same sound as heard

(e.g. The child can hum the same note, repeat the same nonsense word.)

C. 6. The ability to discriminate relativity in spoken sound

C. 7. The ability to integrate a sound pattern heard with one the child makes

C. 8. Ability to complete a sound sequence (vocal sequencing)

C. 9. Ability to imitate word sounds and repeat sequences of increasing lengths

C. 10. Ability to recognize similarities and differences in the sounds of syllables and words

D. Some of these skills are visual processing skills. We shall call them "observer skills."

D. 1. Ability to identify similarities and differences in:

a. tangible three-dimension objects
b. pictured representations of objects
c. flat-form (printed) shapes, letters, numerals

(i.e. The child extends mastery gained by manipulation.)

D. 2. Ability to recognize similarities and differences in letter groups (word or non-meaningful clusters of letters).

D. 3. Ability to recall objects or flat-form printed pictures or symbols when one, two or three are consecutively removed from a sequential display

D. 4. Ability to recall a missing portion of a familiar picture representation or symbolic drawing of a familiar object or shape (imagery)

D. 5. Ability to scan across a row of pictures or symbols and match one or more specific items as in visual tracking exercises (short-term memory)

D. 6. Ability to scan picture or display and recall what was seen (longer term memory)

D. 7. Ability to scan pictures to find one that illustrates a meaningful word, phrase or sentence (visual-verbal association)

D. 8. Ability to copy simple forms, letters and numerals (visual-motor skill) (0 + △ →)

(Visual-motor skills are assumed by many people to be associated with pre-reading skills.)

D. 9. Ability to recall (encode) shapes (long-term imagery for letter-like forms)

E. Some of these skills are language (communication) skills. We shall call them "telling skills."

E. 1. Ability to say something about family (name, relationships, home life)

E. 2. Ability to tell about some event of present and/or past (i.e. The child demonstrates awareness of syntax in regular conversation.)

E. 3. Ability to tell about (interpret) a picture or picture sequence (visual decoding)

E. 4. Ability to tell the main idea of a very short picture book just by looking at it briefly

E. 5. Ability to answer questions to demonstrate comprehension of a very short story told to the child

E. 6. Ability to define words very simply

(i.e. The child is able (a) to describe objective by usage, sensory features or spontaneous association comment (b) to make a simple classification of several words given in a group.)

E. 7. Ability to ask questions to get help and information

E. 8. Ability to give a simple direction

Axiom II THE CHILD NEEDS CERTAIN MAJOR INSIGHTS (RULES OR GENERALIZATIONS) BASIC TO THE PROCESS OF READING.

A. Some insights relate to words.

A. 1. Words are "symbol-packs."

(i.e. Words are horizontally arranged clusters of forms. Each cluster or "symbol-pack" represents a meaning.)

A. 2. Words are also "sound-packs."

(i.e. Words are sequentially arranged speech units that are spoken one after another in a certain order. Change of order changes meaning.

B. Some insights relate to letters.

B. 1. A letter is a sign that stands for a sound.

(e.g., J = "j" and S = "ss-s-s")

B. 2. A letter has a name as well as a sound.

The name and the sound are not usually the same.

(e.g., S says "ss-s-s" but its name is "Ess"; W says "wuh" but its name is "double-you")

B. 3. Letters have distinctive features that can be recognized even in different print styles.

(e.g., Letters look different and special just as children do. John has white freckled skin and red hair; Billy has black satiny skin and black hair. A has slanty lines and comes to a point on top; S has a curved line that has a round part in the top half and a round part in the bottom.)

B. 4. There are directional aspects of letters.

(i.e. If printed in different orientations, the sounds of letters change. If N lies down, it says Z. If small u stands on its head, it says small n. An example of an extremely misleading inversion is f and t.

B. 5. The order of letters changes the meaning.

(Letters in "symbol-packs" (words) are in a special order. If words are carefully examined, we can tell if they mean the same or not.)

Axiom III THE CHILD NEEDS SOME VERY BASIC LANGUAGE AND MECHANICAL SKILLS RELATED TO THE ANATOMY OF BOOKS AND OTHER READING MATERIALS.

A. Some concepts related to the anatomy of reading matter.

A. 1. A book has many parts

(i.e. A "book" has a "front" and a "back", a "cover" and "pages" in between. There is a "top" and a "bottom" and you have to hold the book "up" the proper way to see the pictures and words well. You can "open" and "close" a book and "turn" the pages.)

A. 2. There is an order to be followed in looking at a book.

(i.e. When looking at a book, one looks first to the left and then to the right. The pages are arranged in a certain order and they have certain signs (numbers) to help the reader find the page he wants.)

A. 3. Words are separated from each other by spaces.

A. 4. The flow of a sentence is a word by word order from left to right across a page and then back to the beginning of the next line.

B. Some concepts relate to the contents of books.

B. 1. Pictures and books tell stories. The words are talk written down.

B. 2. The words read by the storyteller are the same ones each time he reads the same book. That is why one can find them again when one looks at the book again.

B. 3. A book communicates happy, sad, funny, scary ideas. Different stories make the reader feel differently.

Axiom IV THE CHILD NEEDS TO CARE ABOUT READING.

When a child has mastered the physical and mechanical skills needed and has developed the needed insights about the tasks of reading, he may be judged "ready." Whether he actually learns to read, however, requires one very major additional component - motivation. The readiness of the organism is literally an academic question if the child is unable to let himself learn.

A. Some behaviors are participation behaviors.

A. 1. Transfer of communication experiences related to television

A. 2. Transfer of life experiences

(e.g. The child has observed traffic signs, such as STOP and GO, and is able to transfer their meaning to the classroom.)

A. 3. Choice of participation in vocal-visual games

(e.g. The child joins in singing action games, finger-play, impersonations.)

B. Some behaviors are self-directive behaviors.

B. 1. Purposeful seeking of reading materials

B. 2. Pleasure in recognition of familiar words

B. 3. Seeking interpretation of print associated with pictures

PART TWO

TEACHER'S WORKBOOK

INTRODUCTION

In this Teachers' Workbook, suggestions are given for certain tasks which may help to diagnose the child's points of readiness. To encourage the best results, informality should be maintained in the classroom presentation of these tasks. It is well to remember in the use of the package that demands on the young child should be reasonable in terms of his maturation and demonstrated abilities.

The suggested activities, as well as similar ones, may also be used to teach the nature of the task to those children who appear unready. This gives the package a dual role, that of diagnosing needs and also that of prescribing instruction. Since learning is achieved only when the student experiences success frequently enough to preserve a good self-image, thoughtfulness is needed in making decisions about when to try the various tasks, how many to try and how often to try them.

Axiom I A CHILD MUST POSSESS CERTAIN MASTERY SKILLS IN ORDER TO ENJOY LEARNING TO READ. HE IS HIMSELF THE MAJOR INSTRUMENT FOR LEARNING.

Directions: Have these sheets readily available. Have activities well in mind. Put child's name or initials in appropriate column to indicate response.

Skill		Task	Immediate Response	Delayed Response
A. 1a.	Auditory awareness:	1. When teacher calls child by name or calls class to "Look at me children!" he turns or vocally responds.	____	____
		2. When bell sounds, child looks toward source or covers ears.	____	____
A. 1b.	Visual awareness:	1. When teacher flashes light or moves bright object near the child's face, he responds.	____	____
		2. When teacher or peer comes near, the child will look to see who it is or what is happening.	____	____
A. 1c.	Tactile awareness:	1. When teacher touches child's back or taps his shoulder, he responds.	____	____
		2. When teacher presents two similar items with contrasting textures, child responds with recognition of difference.	____	____
A. 1d.	Muscle awareness:	1. The child allows the teacher to pattern his arm movement in making a circle in the air.	____	____
		2. In walking a line or walking board, child attempts to regain balance when he appears to lose it.	____	____

Skill		Task	Immediate Response	Delayed Response
A. 2a.	Auditory attention span:	1. The child can respond when the teacher directs a group to listen for each one's name and stand when he hears his own. "Yellow, blue, Tommy, red, orange, Nancy grey, green, Byron..."	____	____
		2. When a new song is presented, the child listens to the whole presentation.	____	____
A. 2b.	Visual attention span:	1. In an activity like puppetry, the child looks at a puppet being manipulated and keeps looking as the puppet completes a module of activity such as greeting and shaking hands with him.	____	____
		2. When a filmstrip is projected, the child continues observing until the final frame.	____	____
A. 2c.	Tactile attention span:	Given a four-sided geometric stencil to touch, the child is able to fingertip trace all sides and corners in proper progression until the entire inside perimeter has been explored.	____	____
A. 2d.	Attention to muscle movement:	When presented with an object to retrieve from a position slightly higher than his easy reach, the child is able to extend reach by stretching and/or standing on tiptoe.	____	____

Skill	Task	Immediate Response	Delayed Response
A. 3a. Unisensory recall:	1. Auditory alone		
	(a) "Say 'zim-zam-zap'."	___	___
	(b) "Say 'I went to the store to buy candy.'"	___	___
	2. Visual alone		
	(a) Given a row of objects, one of which is the item to be found, a child can point to the matching item among four choices.	___	___
	(b) Given a printed word card (lunch), a child can discriminate the identical word from a jumble of three other word cards (girl, boy, lunch).	___	___
A. 3b. Bisensory recall:	1. Visual-verbal: shown a page from a mail order catalogue or a children's dictionary, the child is able to follow verbal directions such as "point to the TV."	___	___
	2. Visual-tactile: shown a plate with an apple, a banana and an orange, the child feels in a bag for one of these fruits, identifies it by touch, points to the matching fruit on the plate.	___	___

	Skill	Task	Immediate Response	Delayed Response
A. 4a.	Ability to recall ten minutes later:	After a discrimination lesson, the teacher asks, "Is this the square or the triangle?"	___	___
A. 4b.	Ability to recall one hour later:	"Which story did I read this morning?"	___	___
A. 4c.	Ability to recall next day:	If weekly assignments are made for classroom duties, teacher asks, "Whose turn is it to give out the crayons.".	___	___
A. 5a.	Responding to a change of activity:	When the teacher gives warning of an impending shift, the child is able to comply. "Finish your pictures now, children; we will be having music very soon."	___	___
A. 5b.	Responding to a change of pattern:	When the teacher announces a shift in procedure from what has been a usual classroom practice, the child is able to comply.	___	___
		(1) "Mrs. Shipley is not coming to do music with us today. Instead we will be watching a film."	___	___
		or		
		(2) "Instead of coloring with crayons, we will be trying out our new marking pens."	___	___

		Skill	Task	Immediate Response	Delayed Response
A.	6a.	Screening out potentially distracting events regularly observed in every classroom:	Given a noisy activity in the room next door, in the hall, in the desk group nearby, the child is able to ignore potentially impingeing sound, motion and sight distractions and focus upon what his teacher or group is involved with.	____	____
A.	6b.	Screening out potentially distracting materials:	Presented with center of activity (play store) and directed to a single task, the child is able to concentrate on that task without becoming unduly pre-occupied with temporarily extraneous objects.	____	____
A.	7a.	Ability to attend on a one-to-one basis:	When given undivided attention of teacher or paraprofessional, a child is able to continue to work along for an age-appropriate span of time.	____	____
A.	7b.	Ability to attend on a one-to-five basis:	When sharing the attention of a teacher or paraprofessional with four other children, the child is not unduly distracted or dependent but is able to wait his turn or act uniformly with the group for an age-appropriate and task-appropriate time span.	____	____
A.	7c.	Ability to attend on a one-to-twenty-five basis:	When a full class or combination of groups of children is under the instruction of a single leading adult, the child is able to participate.	____	____

	Skill	Task	Immediate Response	Delayed Response
A. 8a.	Waiting turns:	1. Child is able to tolerate delay in using a painting easel.	____	____
		2. Child is able to tolerate delay in use of a rotating set of three manipulative toys.	____	____
A. 8b.	Working side-by-side with peers:	1. Child who is given one half of a set of construction materials like blocks or "Lincoln Logs" is able to work alone or with another child who has the other half.	____	____
		2. Given a portion of a mural to work on, child is able to stay on his own side or portion.	____	____
		3. Given a limited number of paint colors and brushes, child is able to alternate with another child or children in their use.	____	____
		4. In a group of six children who have learned to play at lotto game, the child is able to continue to play, taking turns and observing the rules.	____	____

Skill	Task	Immediate Response	Delayed Response
B. 1a. Automatic reach:	When a teacher asks for object, child grasps it and extends it to teacher in dominant hand.	___	___
B. 1b. Use of tool:	When given scissors, child accepts with dominant hand and attempts to cut using that hand.	___	___
B. 1c. Use in writing or drawing:	When given pencil, child does copying or name-writing using dominant hand.	___	___
B. 2a. Finger-tip tracing:	When given a sandpaper letter, child can hold letter in one hand and trace outline with fingertip of dominant hand.	___	___
B. 2b. Turning pages:	When given a child's book, child can hold book with left hand and turn pages with right efficiently enough so that page is not torn nor dropped.	___	___
B. 2c. Cutting out pictures:	When given a magazine picture with a crayoned outline of oval or square section, child is able to manipulate scissors, holding page with sub-dominant hand and scissors with the dominant hand.	___	___
B. 2d. Marking pictures:	When given page with several print forms on it, child is able to hold crayon in dominant hand and make mark (slash, underline, circle, cross) while holding page steady with the other.	___	___

	Skill	Task	Satisfactory Response	Unsatisfactory Response
B. 3a.	Ability to move eyes across a row of objects or pictures efficiently:	When teacher presents a row of objects or pictures on a printed page, the child moves his eyes efficiently so that they can track across the row, back to the beginning of a second row and across that row from left to right.	____	____
B. 3b.	Ability to focus efficiently when looking at chalkboard (far point) and shifting gaze to table (near point): (far point = more than 4 ft away; near point = 12 to 16 inches)	When teacher asks child to look at letter or shape on chalkboard and then check to find one on the paper on his desk, he is able to focus on far point and efficiently re-focus on near point.	____	____
B. 4.	Ability to localize on vertical plane, diagonal and horizontal plane, demonstrating spatial constancy:	1. When teacher asks a child to point to the top of a ladder or to the bottom, to a middle shelf, to a point above a chalk box or below it; to stand in front of another child or next to him, the child is able to localize these positions in space.	____	____
		2. Shown a large printed picture on an easel, the child is able to point to top, right side, left side and similar positions.	____	____
		3. On printed materials, the child can demonstrate top (away from his body), bottom (toward his body), right side of page, left side of page, etc.	____	____

	Skill	Task	Satisfactory Response	Unsatisfactory Response
B. 5a.	Touch - movement method for learning form and letter discrimination: (to help teacher select an appropriate form discriminating method for teaching letters and numbers)	1. Teacher presents tactile letters a and m asking child to trace sandpaper or other three dimensional letters with finger, and then to attempt to make letter. The teacher records the number of trials necessary to reproduce form satisfactorily.	___	___
		2. Teacher presents h and z by trace - copy method of having child pencil over letter, then draw letter while checking with printed form. The teacher records the number of trials necessary to reproduce the form satisfactorily.	___	___
B. 5b.	Large - body movement method for learning spatial concept meanings: (to help teacher select appropriate method for teaching generalization of spatial concept words. Some children respond best to moving themselves through space; some respond best to moving objects.)	1. Teacher sets up obstacle course to teach children, by whole body movement, meanings of over, under, next, to, between, etc. Teacher records number of trials.	___	___
		2. Teachers sets up table top manipulation game with doll figure and doll furniture to demonstrate similar concepts. Teacher records number of trials.	___	___

	Skill	Task	Satisfactory Response	Unsatisfactory Response
C. 1a.	Identification:	From tape-recorder or "live" sound created behind a screen, the child should identify four out of the following five environmental sounds: 1. door closing 2. hands clapping 3. clock or metronome ticking 4. drum beating 5. typewriter clicking	___	___
C. 1b.	Localization:	When two children on different sides of the room hold two identical music boxes, a third child should be able to point to the one that is playing.	___	___
C. 1c.	Discrimination of relative sounds:	The child should be able to identify which of three piano notes is: 1. same or different 2. higher or lower 3. louder or softer	___	___
C. 1d.	Recall of non-linguistic sound sequence:	The child can imitate the teacher in making sounds in increasing series such as: 1. hand clap 2. hand clap plus foot stamp 3. hand clap plus foot stamp plus cough	___	___
C. 2.	Ability to extend mastery of attention skills to auditory scanning:	The child is asked to drop a bead into a box every time he hears a specific word in a story.	___	___
C. 3.	Ability to "decode" or interpret recorded verbal input and demonstrate recognition and understanding:	The child is asked to listen to the recorded voice of a classmate. He identifies the voice. When the teacher asks him to do what the voice tells him to do, he can decide and do it. (Voice says "Clap your hands.")	___	___

	Skill	Task	Satisfactory Response	Unsatisfactory Response
C. 4.	Ability to screen out compelling sounds:	In listening to a tape of John talking while Mary is singing and Fred is counting, the child can repeat what John has said.	___	___
C. 5.	Ability to "encode" or to make the same sound as heard:	The child is asked to sing the identical note sung by the teacher, to repeat the identical nonsense word, to repeat the identical telephone number.	___	___
C. 6.	Ability to discriminate relativity in spoken sound:	The child listens to recorded pairs of voices speaking the same words and is able to select the voice that is more or less angry, frightened, silly, loud.	___	___
C. 7.	Ability to integrate a sound pattern heard with one the child makes:	The child can clap the syllables in his own name as he hears it pronounced. (Mar-jo-rie, E-liz-a-beth)	___	___
C. 8.	Ability to complete a sound sequence (vocal sequencing):	The child is asked to give the missing sound in the following sequences: a. "1, 2, 1, 2, 1, ___?___" b. "Smokey the Bear," "Smokey the Bear," "Smokey the ___?___" c. "Jack and Jill went up the ___?___"	___	___
C. 9.	Ability to imitate word sounds and repeat sequences of increasing lengths:	The child is asked to imitate: a. "you - me - we - they" b. "one - two - five - seven" c. "Please pass the meat and peas." d. "School starts in September of each year and Halloween comes in October."	___	___

	Skill	Task	Satisfactory Response	Unsatisfactory Response
C. 10.	Ability to recognize similarities and differences in the sounds of syllables and words:	The child is asked to indicate which of paired words sound the same or different in such tests items as: coats coax him hem oil all	___	___
D. 1a.	Tangible three dimensional objects:	Given a box partitioned into three sections with a different coin glued to each section, the child is able to sort five pennies, five nickels, and five dimes into sections.	___	___
D. 1b.	Pictured representations of objects:	Given identified sets of pictures of fruit (e.g., four apples, four pears, four bananas), the child is able to sort them from a mixture into piles.	___	___
D. 1c.	Flat form (printed) shapes:	Given identical sets of four geometric forms (triangles), four letters (H) and four numerals (8), the child is able to sort them into piles.	___	___
D. 2a.	Similarities in words:	Given a pack of five pairs of color word cards, the child is able to sort them into pairs (e.g., blue, yellow, green, red, orange).	___	___
D. 2b.	Similarities in letter clusters:	Given a pack of five pairs of nonsense letter clusters, the child is able to sort them into pairs (e.g., opo, lil, paf, Bru, eebl).	___	___

Skill	Task	Satisfactory Response	Unsatisfactory Response
D. 3a. Recall of sequential objects:	The child is shown a row of five objects familiarly found in the classroom (e.g. scissors, eraser, stapler, pen, blocks). When the row of objects is covered and one of the objects removed, the child can recall what is missing. When two or three objects are taken, the child can recall at least two.	___	___
D. 3b. Order of object recalled:	When three objects are placed in a row and one moved in exchange with its neighbor, the child can so indicate and replace in original order.	___	___
D. 4. Recall of missing portion of a picture:	a. Shown a line drawing of a face with the mouth missing, the child can indicate that the mouth is missing.	___	___
	b. Shown a line drawing of a gerbil in a treadmill over a table and cage-base, the child can indicate that the cage is missing.	___	___
D. 5. Ability to match by scanning:	In a single row of four or five pictures, one is indicated as the standard to be searched for among three or four options. The child is able to find the one that is the same.	___	___
D. 6. Scan a picture:	The child is asked to look carefully at a picture (e.g., a picture of a store window) and is asked to recall at least three items after the picture is hidden for ten seconds.	___	___

	Skill	Task	Satisfactory Response	Unsatisfactory Response
D. 7.	Find an illustration:	The child is given a pre-selected book or magazine and asked to find a picture of a mother shopping for food.	___	___
D. 8.	Copy forms:	a. the teacher draws a set of four forms 6" high in a row on the chalkboard (O + Δ →). The child is given a piece of plain white paper (8½ x 11) and asked to copy these designs across the top of the page. The child must make the circle and the triangle and arrow recognizably.	___	___
		b. Given a strip of paper with child's name written on it, the child is able to copy the letters recognizably.		
		c. Given a strip of paper with the numerals in the current year, the child is able to copy the numerals recognizably.	___	___
D. 9.	Encode a square:	The child is asked to draw a square from memory.	___	___
E. 1.	Tell about family:	The child is able to repiy with at least one simple statement in answer to such inquiries as:		
		a. "Tell me about the place where you live."		
		b. "Tell me something about your baby sister."		
		c. "What do you like to do when you are home?"	___	___

Skill	Task	Satisfactory Response	Unsatisfactory Response
E. 2. Tell about present or past event:	A. When, in the process of an activity, the child is asked to tell what he is doing, he may be expected to reply, with the "ing" ending (e.g. "I'm sweeping the floor" or "just playing").	___	___
	B. When an activity is completed and the child is asked what he did, he is able to reply in the past tense (e.g., "I swept up" or "stacked the blocks").	___	___
E. 3. Tell about pictures:	a. Given a simple action picture (e.g., a boy on a bicycle), the child can tell a simple fact about the action.		
	b. Given a set of two pictures (e.g., mother puts cake in oven, smoke comes out of oven, mother opens door, looking worried), child can interpret what happened.	___	___
E. 4. Tell about a book:	Given a book (like Gingerbread Man or Cat in the Hat), the child can scan it and answer simply to "what is this book about?" (e.g., "About a funny cat").	___	___
E. 5. Tell what was told in a story:	The child is told a short story and asked to tell it back (e.g., "John and Jimmy had a fight. John said his brother turned off his favorite TV show and switched to his own favorite. Mother stopped the fight. She switched to her own favorite program because the boys weren't sharing").	___	___

	Skill		Task	Satisfactory Response	Unsatisfactory Response
E. 6.	Tell what something means:	(a)	The child is shown an object such as scissors and asked, "What is this?" Tell me all about it" The child can name it and make some comments (e.g., "You can cut with it. Its sharp. You could cut yourself with it."	___	___
		(b)	Child is told, "Listen to these words. One of them doesn't belong: 'apple, banana, car, orange.' Which one doesn't belong? Why not?" Similarly, child is told to listen to action words, one of which is out of place: "walking, running, hopping, sleeping, skating." In each case, the child is able to detect the inappropriate word.	___	___
E. 7.	Ask for help or information:	(a)	When child needs assistance (shoe laces to be tied, pencil to be sharpened), he verbally requests this of teacher, aide, or peer.	___	___
		(b)	In a guessing game, he is able to ask simple questions like "Is it red? Is it here? Can you play with it?"	___	___
E. 8.	Tell to give help or information:	(a)	When asked to tell a peer where some person or material is, the child can answer (e.g., "in my desk" "in the hall.")	___	___
		(b)	When asked questions, as in a guessing game, the child can give hints.	___	___
		(c)	When asked to describe how an art product is made, the child can give a simple direction to help a peer.	___	___

Axiom II THE CHILD NEEDS CERTAIN MAJOR INSIGHTS (RULES OR GENERALIZATIONS) BASIC TO THE PROCESS OF READING.

Skill	Task	Satisfactory Response	Unsatisfactory Response
A. 1. Demonstrating understanding of the meaning in written or printed words:	A. The child is shown three name cards. He is able to look at each card and give it to the person it represents.	___	___
	B. The child is given a pack of three classroom labels such as desk, window, chalkboard. He is able to place the card at the appropriate location.	___	___
A. 2. Demonstrating understanding of speech units and meaning:	A. Child is asked to explain two statements that sound almost the same: "No one's here." "No one hears."	___	___
	B. Child is asked if "Bat-Man" is the same as "man-bat."	___	___
	C. Child is asked if "You will go home" is the same as "Will you go home?"	___	___
B. 1. Demonstrating sound associated with letter form:	The child is shown the print form of the letter J. When told the form means the sound "j" the child can say "j". Given the choice of J and S, the child is shown S and does not respond "j", shown J, the child responds "j".	___	___
B. 2. Demonstrating knowledge that letter's sound and letter's name are not usually the same:	The child is shown the print form of B. Asked its name, he says "Bee"; asked its sound, he says "buh". Repeat with S, W, T.	___	___

Skill	Task	Satisfactory Response	Unsatisfactory Response
B. 3a. Demonstrating knowledge that letters can be recognized one from another:	The child is given a set of alphabet cards. He is able to match each one from A to Z to another identical set spread out across a table.	___	___
B. 3b. Demonstrating recognition of distinctive features of letters in various print styles:	The child is given a set of eight alphabet cards (b, c, e, h, m, p, s, y). He is able to match these to eight other alphabet cards in a different print style.	___	___
B. 4. Demonstrating knowledge of directional aspects of letters:	The child is given a pack of letters containing frequently misperceived pairs of letters to match up. They include two b's, two d's, two f's, two t's, two u's, two n's, two N's, two Z's. The child is able to match six sets successfully.	___	___
B. 5. Demonstrating that order of letters changes meanings:	The child is given four sets (four per set) of word cards (Jane, Ajax, Zip, Biz). The child is able to sort the sixteen word cards properly.	___	___

Axiom III THE CHILD NEEDS SOME VERY BASIC LANGUAGE AND MECHANICAL SKILLS RELATED TO THE ANATOMY OF BOOKS AND OTHER READING MATERIALS.

Skill	Task	Satisfactory Response	Unsatisfactory Response
A. 1. Demonstrating knowledge of parts of books:	The child is able to identify properly the parts when asked to:		
	a) "Open the book."	____	____
	b) "Turn the pages to a picture you like."	____	____
	c) "Hold up the book and show me the picture." (demonstrating knowledge of orientation needed for a peer to see correctly)	____	____
	d) "Close the book."	____	____
	e) "Now show me the front of the book, the back of the book, the cover, the pages."	____	____
A. 2. Demonstrating knowledge of the order of looking at a book:	With the opened to a page that begins a story on the left side, the child is asked to show the teacher or a younger child how to look at a book.		
	a) "Where does the story begin?" (The child is also to indicate the left-hand page.)	____	____
	b) "Now where will you look next?" (The child look down the page and points to the next page, the top portion.)	____	____
	c) "Show me where the page numbers are." (The child is able to indicate.)	____	____
A. 3. Demonstrating understanding of word spacing spacing:	The teacher writes a short sentence on the chalkboard. The child is able to bracket each word with his hands.	____	____

	Skill	Task	Satisfactory Response	Unsatisfactory Response
A. 4.	Demonstrating understanding of the flow of sentences:	The teacher asks the child the pretend to write a story as she dictates. On lines drawn on the chalkboard, the child is able to scribble in pseudo-words from left to write and then back to the beginning of the next line and so forth.*	____	____
B. 1.	Demonstrating knowledge of stories in books:	The child tells the parts of a story from pictures in a book.	____	____
B. 2.	Demonstrating knowledge of story form as communication record:	The child supplies familiar words in a well-liked part of the story when he listens to the teacher read it aloud.	____	____
B. 3.	Demonstrating knowledge of mood setting of stories:	The child dramatizes the emotion portrayed by a character in the story.	____	____

*from Developing Children's Perceptual Skills in Reading - Lydia Duggins (Wilton, Connecticut: Mediax, 1968).

Axiom IV THE CHILD NEEDS TO CARE ABOUT READING.

	Skill	Task	Satisfactory Response	Unsatisfactory Response
A. 1.	Transfer of communication experiences related to television:	The child shows recognition frequently seen and heard events on television.		
		a) Shown frequently advertised games or supermarket products, the child is able to identify and match them.	___	___
		b) When frequently said phrases are repeated in the classroom, the child is able to join in chorally. (e.g. "Try it, you'll like it.")	___	___
A. 2.	Transfer of life experiences:	The child is asked to move around the classroom. When the "policeman" raises the STOP sign, child is to stop moving, only to continue when the GO sign is raised.	___	___
A. 3.	Choice of participation in vocal-visual games:	When action game is announced, child willingly joins and actively participates.	___	___
B. 1.	Purposeful seeking of reading materials:	When given free choice of classroom materials, child most frequently chooses a book, magazine or picture file.	___	___
B. 2.	Pleasure in recognition of familiar words:	The child shows pleasure in recognition of his name in print by overt smile, and/or continues to seek for his name in an array of type-faces and names in differing colors and sizes.	___	___
B. 3.	Seeking interpretation of print associated with pictures:	The child frequently comes to teacher, parent, paraprofessional, tutor, peer and asks: "What's this? What is this word? What does this say?"	___	___

TEACHER DIRECTIONS

Now that you have PART TWO, you have gained insight into many needs of many youngsters in your class.

Of course, your observations of the children with whom you are working have not waited for the packaged material. You have reached many decisions and carried out daily activities long before you reached a description of a particular task in the package. Very likely you have personal contributions to add to the value of the package.

On the page following, please write tasks which you have found helpful which were not previously included. This sheet should be kept with the package materials when you have completed it.

TEACHER CONTRIBUTIONS

Axiom	Skill Item	Task
I	B. 1b	When given ball, the child accepts with dominant hand and attempts to throw with that hand.

PART THREE

INVENTORIES OF READINESS SKILLS

INVENTORIES OF READINESS SKILLS

On the next pages are prepared inventories of readiness skills covering Axioms in the Skills Outline. Select a child whom you are teaching and, during your own class day, inventory his mastery of skills. Use the tasks described in the Teacher's Workbook, or others, to test his proficiency.

As you are analyzing his needs, plan activities for the child which will help extend and expand his ability. These activities may include other children with like needs.

INVENTORY OF READINESS SKILLS
Axiom I

Pupil's Name _____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
A. Mastery of self		
1. Awareness		
a. Auditory	_____	_____
b. Visual	_____	_____
c. Tactile	_____	_____
d. Muscle	_____	_____
2. Attention		
a. Auditory	_____	_____
b. Visual	_____	_____
c. Tactile	_____	_____
d. Muscle	_____	_____
3. Recall (short term)		
a. Unisensory	_____	_____
b. Bisensory	_____	_____
4. Recall (long term)		
a. Ten minutes	_____	_____
b. One hour	_____	_____
c. One day	_____	_____
5. Ability to change		
a. Activity	_____	_____
b. Pattern	_____	_____
6. Ability to screen extraneous		
a. Sounds	_____	_____
b. Sights	_____	_____
c. Motion	_____	_____
7. Ability to attend		
a. In one-to-one teacher-pupil ratio	_____	_____
b. In one-to-five teacher-pupil ratio	_____	_____
c. In one-to-twenty-five teacher-pupil ratio	_____	_____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
8. Ability to share materials		
a. Waiting turns	_____	_____
b. Working with peer	_____	_____
B. Mastery of the body		
1. Consistency in use of preferred hand		
a. Automatic reach	_____	_____
b. Use of tool	_____	_____
c. Use in writing or drawing	_____	_____
2. Manual dexterity		
a. Finger-tip tracing	_____	_____
b. Turning pages	_____	_____
c. Cutting out pictures	_____	_____
d. Marking pictures	_____	_____
3. Control of eye movement		
a. Ability to move eyes across row of objects	_____	_____
b. Ability to focus (near-far)	_____	_____
4. Localization in spatial field	_____	_____
5. Ability to use tactile-kinesthetic linkages		
a. Touch-movement method	_____	_____
b. Large-body movement	_____	_____
C. Listening Skills		
1. Ability to discriminate, etc.		
a. Identification	_____	_____
b. Localization	_____	_____
c. Discrimination of relative sounds	_____	_____
d. Recall of non-linguistic sound sequence	_____	_____
2. Ability to do auditory scanning	_____	_____
3. Ability to decode	_____	_____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
4. Ability to screen out competing sounds	_____	_____
5. Ability to encode	_____	_____
6. Ability to discriminate relativity	_____	_____
7. Ability to integrate a sound pattern	_____	_____
8. Ability to complete a sound sequence	_____	_____
9. Ability to imitate word sounds	_____	_____
10. Ability to recognize sound similarities and differences	_____	_____
D. Observer Skills		
1. Ability to identify similarities and differences		
a. Tangible three-dimensional objects	_____	_____
b. Pictured representations of objects	_____	_____
c. Flat-form (printed) shapes	_____	_____
2. Ability to recognize similarities and differences in letter groups		
a. Similarities in words	_____	_____
b. Similarities in letter clusters	_____	_____
3. Ability to recall removed objects		
a. Recall of sequential objects	_____	_____
b. Order of objects recalled	_____	_____
4. Ability to recall missing portion of picture	_____	_____
5. Ability to match by scanning	_____	_____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
6. Ability to scan and recall what was seen	____	____
7. Ability to scan pictures to find an illustration	____	____
8. Ability to copy simple forms	____	____
9. Ability to encode shapes	____	____
E. Telling Skills		
1. Tell about family	____	____
2. Tell about present or past event	____	____
3. Tell about pictures	____	____
4. Tell about a book	____	____
5. Tell what was told in a story	____	____
6. Tell what something means	____	____
7. Ask for help or information	____	____
8. Tell to give help or information	____	____

INVENTORY OF READINESS SKILLS
Axiom II

Pupil's Name _____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
A. Insights related to words		
1. Understanding of words as meaning	_____	_____
2. Understanding of speech units and meaning	_____	_____
B. Insights related to letters		
1. Demonstrating sound associated with letter form		
2. Demonstrating knowledge that letter's sound and name are not usually the same	_____	_____
3. Recognizing that letters have distinctive features	_____	_____
a. Recognizing letters one from another	____	_____
b. Recognizing letters in various print styles	_____	_____
4. Recognizing directional aspects of letters	_____	_____
5. Recognizing that order of letters changes meaning	_____	_____

INVENTORY OF READINESS SKILLS
Axiom III

Pupil's Name _____

	Immediate of Satisfactory Response	Delayed or Unsatisfactory Response
A. Concepts related to anatomy of reading matter		
1. Parts of a book	_____	_____
2. Order of looking at a book	_____	_____
3. Word spacing	_____	_____
4. Flow of sentences	_____	_____
B. Concepts related to contents of books		
1. Pictures and books tell stories	_____	_____
2. Words in books are the same every time story is read	_____	_____
3. Book communicates different ideas	_____	_____

INVENTORY OF READINESS SKILLS
Axiom IV

Pupil's Name _____

	Immediate or Satisfactory Response	Delayed or Unsatisfactory Response
A. Participation behaviors		
1. Transfer of experiences related to television	_____	_____
2. Transfer of life experiences	_____	_____
3. Choice of participation in vocal-visual games	_____	_____
B. Self-directive behaviors		
1. Purposeful seeking of reading material	_____	_____
2. Pleasure in recognition of familiar words	_____	_____
3. Seeking interpretation of print associated with pictures	_____	_____

TEACHER DIRECTIONS

You now have a completed checklist for at least one member of your class which indicates his strengths and weaknesses. You have been carrying out a prescriptive program, and you have been reassessing the child's needs at frequent check-points.

For information on constructing a class profile on reading readiness, consult Package V entitled Classroom Management. Such a profile will be helpful to you in making decisions about grouping and instructional needs.

Add your contributions to the Teacher Contribution List following PART TWO. Although some activities may appear obvious to you, other teachers may find them valuable, therefore the sheet should be kept with the package materials.

TEACHER DIRECTIONS

You have reached a check-point for reassessing pupil growth. If you have an aide, instruct her in the technique of diagnosis and inventory. Plan together for needed reinforcement of skills.

Involve the child's parent when possible. Many tasks are fun to do at home. Some parents enjoy learning the techniques and acquiring new insights into the child's growth.

Keep a list of other people who can participate in the inventory for your school district. Do not overlook senior citizens, future teachers, retirees, college student volunteers, and perhaps your administrator!

SUCCESSFUL INVOLVEMENT OF PARTICIPANTS IN
DIAGNOSING READINESS

School District: _____

Teacher's Name	Other Participants	Task Accomplished
Mary Smith	Sammy's mother	Sammy became consistent in using his preferred hand.

BOOK PROGRAM INVENTORY

At this time you should make a survey of your school's reading program, using the inventory below. If you see a weakness in your own book program, plan positive action to strengthen it. Plan new activities which involve your children with books. Add to the inventory items which you include in your program that are not listed.

	Yes	No
1. Our room has a comfortable, attractive reading area.	___	___
2. Colorful, interesting books are plentiful in this area.	___	___
3. "Reading" materials are abundantly used in room.	___	___
tables	___	___
charts	___	___
directions	___	___
maps and guides	___	___
children's magazines and newspapers	___	___
cartoons	___	___
picture stories	___	___
puzzles	___	___
flannel board	___	___
puppets	___	___
4. We have a regular library visit.	___	___
5. Our children may take out books.	___	___
6. We have visited the town library.	___	___
7. We share our own books.	___	___
8. We write our own books.	___	___
9. We have met an author.	___	___